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ABSTRACT

When a new library system, WestCat, was installed in the Western Michigan University Libraries (August 1998), an initiative was undertaken to announce its arrival, establish its identity, and train the university community in its use. To promote this initiative, two committees were broadly charged with the responsibilities of publicity and instruction. This paper first describes the materials and approaches used in publicity that included: campus publications; promotional giveaways; World Wide Web-based announcements; traditional advertising; handbills; table tents; bookmarks; letters from the Dean; Frequently Asked Questions posted on the library homepage; the keyboard calendar distributed at campus events; and an insert in the campus newspaper. The second part of this paper focuses on the instructional initiative, for which a three-prong approach was proposed: (1) infuse WestCat into traditional library instruction forums; (2) liaison with academic departments, emphasizing the new system and its greater functionality; and (3) deliver a series of drop-in sessions taught by the library faculty and administration. The nine sections of the instructor's script that was developed to accompany the sessions are outlined, followed by discussion of attendance, specific impressions of the library faculty teaching the sessions, and future suggestions. Sample publicity materials are appended. (AEF)

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ED 443 442

Getting the Word out: Publicizing and Teaching a New Online Library System

R. Gedeon

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Randle Gedeon
Education Librarian
Western Michigan University
Education Library
1201 Oliver Street
Kalamazoo, MI 49008-3899

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Introduction

Moving to the next generation of a library system dictates a major transition for the library system, the library staff, and perhaps most significantly, the clientele served. Library users must be prepared for the general issues relating to any new system change: search screens that may appear different, differing search protocols, differing manners of reading and interpreting search results, and perhaps even recognizing a new moniker or identity for the system. Additionally, given the present state of library technology, users may very well require an adjustment to the new Web-based environment: using a mouse to scroll around, clicking on tabs and drop boxes, and utilizing the system as a gateway to other electronic resources.

A new system was installed in the Western Michigan University Libraries in August 1998. The system chosen was the Voyager software from Endeavor Incorporated of Rosemont, Illinois. This new system replaced a long-standing (nine-year) installation of a NOTIS system, which came to be recognized locally as FINDER, the WMU libraries' online catalog. Once the decision was made on Voyager, the timing seemed appropriate to change the name of our online catalog and after some deliberation, the new system was called *WestCat*, incorporating the themes of Western Michigan University and the libraries' online catalog.

To prepare the university community for this systemic change an initiative was undertaken to announce the arrival of a new system, establish its identity, and train the university community in its use. To promote this initiative, two committees broadly charged with the responsibilities of publicity and instruction were appointed.

Literature Review

The library literature reveals several methods for publicizing the arrival of a new system including: 1) articles in campus publications; 2) promotional giveaways; 3) use of the World Wide Web; and 4) use of more traditional types of library advertising.

Campus Publications

A number of publications exist on most university campuses that can cheaply and effectively reach a majority of an academic library's user population. The campus newspaper, departmental newsletters or other internal publications can all be used to announce the arrival of a new system.[1]

Promotional Giveaways

Items produced for mass distribution such as book bags, cups, frisbees, notepads, and pens are popular with students and can be imprinted with a library or new system logo.[2]

World Wide Web

Authors Xiao, Pixey, and Cornish state a web page can be used as an "avenue for one-way communication out of the library."[3] New system announcements often appear in the form of a fading applet or as part of a "what's new" homepage feature.

Traditional Advertising

Posters and other forms of signage in the library and across campus, new system bookmarks for distribution at public services desks, patron receptions, and advertising on campus radio and television stations, have all been used as methods for announcing the arrival of a new library system.[4]

The Western Approach

The publicity committee selected a variety of media and venues to promote the new system. The committee used print and electronic media and utilized selected forums in the libraries and various university wide events to publicize *WestCat*. Print items included handbills, table tents, bookmarks, a keyboard calendar, letters from the Dean sent to all faculty and staff, and an article in the campus newspaper.

Handbills

The *WestCat* handbill (see Appendix I) was printed on multiple colors of stock and posted around the libraries. The design was intended to be simple and straightforward, relaying basic information: the *WestCat* logo, the URL to the University Libraries' Homepage, the WMU logo, and a statement about replacing FINDER with a new and improved online catalog.

Table Tents

A double-folded, triple column table tent (see Appendix II) was designed for placement on the hundreds of publicly used tables throughout the library system. Two of the columns announced *WestCat* and highlighted these features in a bulleted list: access via WWW or library stations, web-based interface, improved keyword searching, relevance ranked search results, and enhanced journal title searching. The third column contained a two-item FAQ with questions and answers concerning access and searching, along with reiterations of the *WestCat* logo and a replacing FINDER statement.

Bookmarks

A bookmark (see Appendix III) was designed and printed on heavier stock for general distribution at the circulation and public services desks. The content on the front

of the bookmark included: a new system announcement, a FINDER replacement statement, a bulleted list of new features, the libraries' logo, the libraries' homepage URL, and the WMU logo. The back of the bookmark featured an academic year calendar for 1998-1999.

Letters from the Dean

In mid-July 1998, the Dean of the Libraries mailed a letter to all university faculty and staff. This letter announced the move to a new system in a web-based environment with plans to make it available in early August. The Dean indicated that the new system would offer more powerful and flexible searching capabilities with the added bonus of easier remote access and additional database and image file access. Also mentioned, were telnet availability for those with older computers and that a series of instructional drop-in sessions would be coming in the fall, with a directive to check the library homepage for dates and times. Enclosed with the letter came a series of FAQ's (these FAQ's were later posted on the library homepage as well).

Frequently Asked Questions about *WestCat*

1. When do we get to see this new version of *West*Cat and how much disruption will there be for users when you change over?
   Answer: We expect to have the new version of *WestCat* available in early August 1998. We have scheduled the change during the summer term in order to minimize confusion. The change should take place literally overnight.

2. How will I be able to access the new online catalog?
   Answer: In the University Libraries you will simply be able to click on an icon to use the system. When using the system from an off-campus location, you will be able to use the World Wide Web to link to the University Libraries homepage or use telnet add-on software to access the text based version.

3. Will searching be different in the new system? Someone told me that it would rank search results by relevance.
   Answer: One type of keyword search ranks results according to a relevance formula similar to some popular Web search engines. You will be able to search by keyword,

author, title, journal name, subject, and call number. You will also be able to choose from a variety of keyword searches and limit searches by medium and location.

4. Will I still be able to access *WestCat* from my old (non-Browser-capable) PC at home?
   Answer: Yes – the new version of *WestCat* will continue to be accessible in a character-based mode using Telnet software. This telnet version will allow you to search by author, title, subject, journal title, and keyword. Unfortunately, it will not have all the functions (e.g. Boolean search, access to your patron record) that the Web version will provide.

5. Why change to a new online catalog system?
   Answer: The old catalog (FINDER) is running on IBM mainframe software called NOTIS. Now more than ten years old, NOTIS has become dated and unable to keep up with the demands of a multimedia and Web-based environment. The new system, which employs a Web-based graphical interface, is easier to learn and use. The new system will also allow greater flexibility in searching specific library collections.

6. Will the Web version of *WestCat* use hypertext links to make searching easier?
   Answer: Yes, there will be hypertext links so that you can easily do a new search on subject headings or authors. Links to electronic journals and other Web resources that are available over the Internet will be provided from the catalog record.

7. Will I be able to see what I have checked out when you bring up the new version of *WestCat*?
   Answer: Yes – by logging in to the system using a personal identification number and your name, you will be able to see a list of items you have checked out and any fines that you may have incurred.

8. Do you plan to continue to mail out printed bills and overdue notices?
   Answer: Yes, as in the past, we will send printed notices. The general library circulation policies will be unchanged,

9. What about the links to other Library catalogs?
   Answer: Links to other library catalogs will be maintained, with enhanced features.

10. What other changes will come along with the new system?
    Answer: You will be able to send search results directly to your e-mail box or a networked laser printer (fee based).

11. Where can I get more information regarding Voyager and *WestCat*?
    Answer: Send E-mail to WestCat-Voyager@wmich.edu.

A second letter from the Dean was sent out to the faculty in mid-September to provide a system update and thank those offering comments on *WestCat*. The letter also emphasized that the new system transition had not taken place without problems, mostly relating to Voyager software, and that the University Libraries was actively working with Endeavor and other Voyager libraries to correct these difficulties. The letter concluded with a bulleted list of three suggestions to instructors to help their students use *WestCat*. The suggestions read as follows:

> 1). All the libraries' resources, print as well as electronic, and materials from other institutions are available through the libraries' homepage (www.wmich.edu/library).
>
> 2). Tell your students that the materials, which you have placed on reserve, are now available only via *WestCat*. The reserve notebooks are gone.
>
> 3). Modify your assignments and exercises to reflect the fact that *WestCat* is the catalog. We still have students coming to the libraries with FINDER based assignments.

Campus Events and the Keyboard Calendar

In an effort to reach a great many students at once, University Libraries participated in two campus wide events, the Bronco Bash and the Graduate and Non-Traditional Student Fair.

The Bronco Bash is an annual, outdoor back to school celebration, held on the first Monday of the fall term, and is open to all students. Event sponsorship is through the Campus Activities Board, which makes space available to campus offices, services and organizations, along with local charities and businesses. Traditionally, the Bronco Bash attracts up to 20,000 students over the course of a one-day, seven-hour schedule. A large part of the Bash's appeal to students is the mass distribution of free things. The

kind of items distributed in the past has included Frisbees, pens, plastic cups, and post-it notes, typically carrying a logo of the participating office or business. The publicity committee decided to distribute an item both practical in application and capable of carrying a lasting image of the new system. The item selected to achieve these ends was a keyboard calendar (see Appendix IV). This calendar once adhered to a keyboard or other surface serves a practical purpose for a year and when consulted offers a centrally placed image of the *WestCat* logo, the University Libraries logo along with the mention of Western Michigan University.

With the decision to participate came the task of ordering the calendars, and securing and staffing the booth. Ten thousand calendars were ordered and the booth applied for in July, followed with an e-mail call for volunteers in early August. Volunteers were asked to make themselves available for an hour to distribute the calendars and possibly answer questions regarding the new system. Though the Bash runs from 3 to 10pm, the committee determined that staffing the booth until 8pm would suffice. Respondents to the e-mail request were scheduled in teams for hour-long shifts, with enough staffers volunteering to complete the five-hour schedule. The advantage to participating in an event of this size and scale is the ready access to literally thousands of students. The downside is dealing with a large crowd moving at a quick pace, offering only minimal interaction with event attendees. Fortunately, the keyboard calendar was designed to carry our message without need for much explanation.

The Graduate and Non-Traditional Student Fair is another annual campus event held during the end of the week before classes begin. This fair, held in the late afternoon and early evening, makes a number of campus offices and services available in a central

location and at a time convenient for this particular student population. For this event, the booth was staffed from 4 to 7pm in hour shifts with teams of librarians who answered questions, passed out *WestCat* calendars, bookmarks, and schedules for the upcoming drop-in training sessions. The smaller size and nature of this event affords ample time and opportunity to go into greater depth with the students on their questions and observations.

The Campus Newspaper

University Libraries placed a four-page insert in the first Western Herald (WMU's campus newspaper) of the fall 1998 semester. This insert contained articles on library services, lists of library phone numbers, and hours of operation, offered directional information with a map, and featured an article entitled "WMU Library provides many automated services," which led with an introduction to *WestCat* and the University Libraries URL in boldface type. The article contained three major points of emphasis relating to the new system: 1) FINDER had been replaced by *WestCat*, 2) *WestCat* possesses the ability to link to other resources, and 3) *WestCat* affords multiple and varied search options (i.e., guided keyword, enhanced journal title, and electronic course reserve).

INSTRUCTION

The committee working on the *WestCat* instructional initiative proposed a three-prong approach: 1) Infuse *WestCat* into traditional library instruction forums (i.e., regularly scheduled bibliographic instruction sessions, and a revision of the University 101 library tutorial delivered via the WWW; 2) Liaison with academic departments,

emphasizing the new system and its greater functionality; and 3) Deliver a series of drop-in sessions taught by the library faculty and administration.

Bibliographic Instruction

The University Libraries maintains an active program of library instruction, providing thousands of students with an introduction to the library catalog and to many other resources available in the library. Statistics collected for the year July 1997 through June 1998 reveal that WMU librarians delivered 502 instructional sessions to a combined audience of 9060 students. An equivalent regimen, or more than likely increased regimen, of library instruction in 1998-1999 was planned to cover an audience exceeding the previous years figure. In addition to formal bibliographic instruction settings, large doses of one-on-one instruction in *WestCat* at the reference desk and other service points were anticipated.

LABYRINTH: University 101 Tutorial

(http://www.wmich.edu/library/tutorial/labyrinth.html)

LABYRINTH is a web-based library tutorial designed specifically for University 101 (freshman seminar) students, but is accessible to anyone visiting the University Libraries' homepage. The tutorial is intended to simulate basic searching processes as closely as possible. An earlier version of the tutorial was redesigned and updated, by librarians Judith Arnold and Elaine Jayne, to accommodate the systemic change within the libraries, specifically the use of *WestCat* and the web-based version of FirstSearch.

LABYRINTH provides the user with a basic orientation to the University Libraries, their locations, hours, and services. The entire orientation covers four segments: 1) Highlights Tour, 2) Searching for Books, 3) Searching for Articles, and 4)

Quiz and Certificate. The Searching Books segment, or the *WestCat* portion of LABYRINTH, walks the user through captured screens of guided keyword, author, and title searches. Upon completion of the tutorial, the user should be able to demonstrate these abilities, finding books on *WestCat* and locating articles searching *Periodical Abstracts* in FirstSearch, by passing a quiz in the final segment. After passing the quiz, a certificate of successful completion of the tutorial is then printed for the user.

Over seven hundred users accessed the tutorial, with over six hundred of them printing certificates of completion, during the first semester of LABYRINTH's operation.

Liaison Work

Librarians at Western Michigan University are assigned liaison responsibilities with academic departments on campus. This regular faculty contact facilitated the dissemination of information about *WestCat* to this important element within the university community. Library liaisons were encouraged to discuss the new system, and distribute keyboard calendars and search guides as they met with new faculty and attended faculty meetings. Additionally, schedules of the drop-in sessions (see Appendix V) were distributed to all departments with a large-scale campus mailing.

Drop-In Sessions

The instruction committee decided to schedule throughout the fall 1998 semester a series of drop-in training sessions, open to all interested members of the University community. A schedule of sessions was drawn up, offering these sessions mid-week, Wednesday and Thursday, in alternating morning and afternoon time slots, 10-11am and 2-3pm. The sessions were held in the University Libraries' teaching lab, by library faculty and administrators with the aid of a prepared script.

Teaching Lab

The teaching lab was built originally to facilitate staff training on the new system and then later became a lab for scheduled library instruction. It is equipped with fifteen PC's, a presenter's workstation with PC and link system, and ceiling mounted projection unit. The teaching lab was selected over the Reference Classroom (which accomodates larger groups and is where the majority of the bibliographic instruction takes place) due to a lighter comparative scheduling demand and a desire to conduct all of the sessions in one location.

Scheduling

The teaching lab was booked for twelve weeks, with sessions beginning September 2nd and ending November 19th, in early August to guarantee availability prior to publishing a formal schedule of dates and times. Once the teaching lab was secured, a schedule was drawn up (see Appendix V) and distributed through various campus events, the public services desks in the libraries, campus mail, and a posting on the University Libraries' Home Page.

Staffing

To fill the scheduled twenty-four sessions, the committee requested that all public services librarians and interested administrators teach a session. The call for volunteers was issued at a summer faculty meeting and followed up with phone calls and e-mail reminders. A sign-up sheet with available days and times was posted in the central reference office and completed before the start of the fall semester. With participation from all the public services librarians, the systems librarian, the Library Dean, and both

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Assistant Deans, the schedule of sessions was filled with all instructors teaching just a single class.

Script

An instructor's script was written, insuring session to session uniformity and providing a general framework to follow. The script was patterned after a hands-on training guide developed at the University of Pennsylvania's Van Pelt Library. Copies of the script were made available to the instructors as a guide that could be followed verbatim or annotated with their own fine points and examples. A large run of script copies was made centrally available to each instructor for distribution to all session attendees.

The script itself entailed nine sections:

I. **Overview of *WestCat***

FINDER's replacement

Web version – http://www.wmich.edu/library

Features:

- Graphical user interface
- Several keyword searching options – guided keyword, keyword, and relevance searching
- Web links within records
- Patron information
- Recall ability
- Limiting is available for keyword, title, and journal title searches
- Electronic reserve

- Searches can be stopped using the browser STOP button

Telnet Version: At the dollar sign ($) prompt, type: telnet voyager.library.wmich.edu

- Text-based version of the online catalog
- For users without Web access from their home computers
- To access:

  --Log into the WMU VAX system

  --Enter your own username and password as usual

  --At the $ prompt, type the following: telnet voyager.library.wmich.edu

  --At the "Login" prompt, type the following password: library

II. Author/Title/Subject Searches

Author (enter last name, then first name: punctuation is not needed)

Example: *adams henry*

Title (right truncation is automatic; omit initial articles "a," "an," or "the")

Example: *understanding men's passages*

Journal Title (hyperlinks might be present if a Web version exists)

Example: *journal of african history*

Call Number (enter full call number or truncate after the first integer)

Example: *f572.k2*

Subject (use Library of Congress Subject Headings)

Example: *marketing costs congresses*

Hands-on Exercise – Author/Title/Journal Title/Subject/Call Number

1. Where are the books by Caleb Carr housed?
2. Does WMU Libraries own the book *Cognitive processes in education*?

3. Where are the 1996 issues of the journal *Public Administration Quarterly*?

4. Find the title *The Devil in Music* and check its circulation status.

III. Guided Keyword and Keyword Searching

A. Guided Keyword (suggested for novice users)

Enter terms on one or more lines

Use drop down menus and fill in the blanks

Users must click on Search button to begin searching

Demonstration examples:

adolescent? [any of these] (Explain: difference between
[Keyword Anywhere] [AND with the next set] "any of these" "all of these" "as a phrase")

achievement? [any of these]
[Keyword Anywhere]

civil war [as a phrase]
[Keyword Anywhere] [AND with the next set]

michigan [any of these]
[Subject (SKEY)

Explain: Using SKEY with Michigan will exclude the term Michigan from the publisher statement or from the name of a university

B. Keyword Searching (suggested for experienced users)

Boolean operators must be capitalized: AND OR NOT
Place phrases in quotes

Limit with field codes, such as SKEY for subject, NKEY for author name, GKEY for general subject and TKEY for title

Users must click on the search tab to begin searching

Demonstration Examples:

"assisted suicide" [phrase]

women? AND ("middle ages" OR medieval)[Boolean]

skey chicago AND nkey royko [field codes and Boolean]

Hands-on Exercises – Guided Keyword or Keyword

1. Locate some books on *instruction* and the *World Wide Web*.
2. Find books on the *folklore* of *Britain*.

IV. Relevance Ranked Searching

Relevance ranked searching is based on an algorithm that assigns weights to different parts of each record.

Place quotes around phrases; use question marks for truncation; add a plus sign before a word or phrase to designate that it must be present in the retrieval set; and an asterisk for an important but not essential term.

Users must click on the search tab to begin searching.

Demonstration examples:

children mathematic? game?

+children +mathematic? +game?

Hands-on Exercises – Relevance Ranked Searching

1. Find some books on the *employment* of *women* during *World War II*.
2. Locate what books WMU has on *discrimination* in *sentencing*.

V. Limiting

Limits must be placed prior to executing a search

Common limits are year of publication; material type (e.g., book, serial, music score, motion picture); medium (e.g., map, sound recording, videorecording, etc.); language; and location (e.g., Waldo Library, Archives, Education Library, Science Reference, etc.)

Limits remain until removed by the user

Limits do not work in subject, author, or course reserve searches

Demonstration examples:

Click on Set Search Limits
Set location to: *Education Library, Curriculum Enrichment*
NKEY search on: *Rylant*

Hands-on Exercises – Limiting

1. Find books on *children* and *violence* located in the *Education Library*.
2. Locate some *sound recordings* of *Madama Butterfly*.

VI. Course Reserve

You must search with instructor name, department, or course number

Users must click on search tab to begin searching

Demonstration examples:

Click on "Course" search box and pull down the arrow key

Click on: *CECP 608: FAMILY LIFE SPAN DEV*

Choose any item and bring up the record

VII. Patron Record

Users can look up their own patron record in *WestCat*:

Click on the *Patron Information* button at the top of the page

Enter your Social Security Number and last name

VIII. Printing Records

Uniprint Network printing has recently been installed

Bronco Chip Cards are required; each print costs 10 cents per page

A few "free" printers are available in Waldo and the branches

Simplest thing may be to write down call numbers for the books or journals that you need

If you prefer, *WestCat* contains an e-mail function allowing for remote printing elsewhere

IX. Telnet Version (telnet voyager.library.wmich.edu)

Text-only version of *WestCat*

Author, title, journal title, subject, call number searching

Keyword searching:

Relevance ranking (can use + before words)

No Boolean searching

No direct links to electronic resources

Only moderate ability to "limit"

Attendance

Attendance through the first seven weeks (October 15th) was very solid. The average session contained twelve individuals, with attendance ranging from a low of six to a number of sessions with the maximum attendance of fifteen. Attendance during the second half of the schedule diminished significantly with typical attendance running between two and five people. Several sessions were cancelled outright due to no-shows.

Drop-in Session Wrap-up

The library faculty teaching the sessions was surveyed about their experiences in teaching these sessions. Specifically, they were asked: 1) What was the composition of their audience (i.e., students, faculty or staff)? 2) Did they receive any positive or negative feedback from the audience? 3) What was their opinion of the teaching script and how closely did they follow it? 4) What was their overall impression on the merits of the sessions?

- Audience

  The vast majority of the attendance at these sessions was constituted of undergraduate students, many of whom had required attendance through their enrollment in a 100 level English class. However, the sessions still brought in a broad cross-section from across the campus. In addition to these more or less traditional student attendees, graduate students, faculty, faculty emeritus, and support staff were also found attending in significant numbers.

- Feedback

  There was no formal feedback reported, but most instructors reported answering good questions during their sessions, hearing positive comments indicating that the session

was "helpful" or "beneficial" and that they were "pleased to know more about *WestCat*."

- Script

  The script was well received by the instructors with all respondents finding it useful as a guide for topics and ideas and also as a detail of features that could or should be covered. Some instructors indicated that they closely followed the script while others took a looser approach, relying on the script as a general framework. All the instructors expressed gratitude for the script, regardless of where they fell in the close/loose dichotomy.

- Merits

  It was generally felt that these sessions provided a needed introduction to the new system for many. The strong initial attendance, during the course of the first six weeks of the semester, was seen as particularly encouraging given that drop-in sessions of any kind are notorious for meager attendance. Toward the tail end of the schedule, as attendance figures diminished, several responding librarians questioned the merits of occupying a librarian for an hour to teach only a minimal number of students. Additionally, these sessions were seen as an excellent public relations tool, demonstrating to the university community that the library is willing to go the extra mile in the provision of good service.

Suggestions for the Next Time

- Establish a Regular Schedule

  The success of these sessions, particularly at the onset of the schedule, demonstrates a need for drop-in instruction sessions. A reasonable schedule

might include five to ten of these drop-in sessions every fall term, new system or not. Clearly there are enough new students, faculty and staff to warrant such a move.

- Evening Sessions

  Offering a few additional sessions in the evening would create an opportunity to draw in more nontraditional students and perhaps adjunct faculty.

- Workshops

  By nature, these sessions were just intended as an introduction to the new system. For those interested in a more in-depth forum, the University Libraries offers a one-credit hour online resources workshop taught by librarians through the Division of Continuing Education. This workshop meets on consecutive Saturdays from 9am to 4pm, with the majority of the first session dedicated to searching *WestCat*. The *WestCat* portion of the curriculum includes online demonstrations and hands-on activities searching for journal titles, titles, subject, call number, keyword, and guided keyword.

- Truncate and Compact Schedule

  As the schedule of sessions progressed, it became apparent that interest diminished around the middle of October. Offering the same number of sessions (24) during the first half of the semester would be more effective.

Conclusion

As a library works to announce a new system and eventually instruct patrons in its use, it is important to take full advantage of the good offices available to members of a university community. One should seek out campus events and student-related services,

establishing a library presence in areas outside traditional boundaries. Access and utilize campus support services already in place: get written up in campus publications including the student newspaper, distribute flyers via campus mail, and get placement on the university/library web page. Looking internally, recognize the expertise and creativity already on the payroll. Allow creative individuals latitude in design and listen to their suggestions on alternative forums to get the message out. Tap into already existing programs and facilities: information literacy initiatives, bibliographic instruction sessions, liaison efforts with academic departments, and remember to use advertising space already present in your library – bulletin boards, workstation signage and table tops.

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Appendix I
WestCat Handbill

Appendix II
WestCat Table Tent

Announcing the...

WestCat

ONLINE CATALOG

The new University Libraries Online Catalog

Features include...

- ***Access Via WWW or Library Stations***
- ***Web-based Interface***
- ***Improved Keyword Searching***
- ***Relevance Ranked Search Results***
- ***Enhanced Journal Title Searching***

WESTERN MICHIGAN UNIVERSITY

WestCat

ONLINE CATALOG

replaces FINDER

Frequently Asked Questions

- **How will I be able to access the new online catalog?**

Answer: In the University Libraries you will simply be able to click on a Web link to use the system. When using the system from an off-campus location, you will be able use the World Wide Web to link to the University Libraries homepage or use telnet to access the text based version.

- **Will searching be different in the new system? Someone told me that it would rank results by relevance.**

Answer: One type of keyword search ranks results according to a relevance algorithm similar to some popular Web search engines. You will be able to search by keyword, author, title, journal name, subject, and call number. You will also be able to choose from a variety of keyword searches & you will be able to limit searches by medium or location.

Announcing ...

WestCat

the new

ONLINE CATALOG

replaces FINDER

- *Web-based Interface*
- *Access Via WWW or Library Stations*
- *Improved Subject Searching*
- *Relevance Ranked Search Results*
- *Enhanced Journal Title Searching*

WMU University Libraries homepage:
www.wmich.edu/library/

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Appendix III
WestCat Bookmark

Announcing...

WestCat

the new

ONLINE CATALOG

replaces FINDER

- ***Access Via WWW or Library Stations***
- ***Web-based Interface***
- ***Improved Keyword Searching***
- ***Relevance Ranked Search Results***
- ***Enhanced Journal Title Searching***

Western Michigan University Libraries homepage:

www.wmich.edu/library/

WESTERN MICHIGAN UNIVERSITY

Front View

ACADEMIC CALENDAR
1998-1999

Fall Semester 1998

- Aug. 31, Mon. - Advising day
- Aug. 31, Mon. - Classes begin 4:00 p.m.
- Sept. 7, Mon. - Labor Day recess
- Oct. 16, Fri. - Spirit Day Recess
- Oct. 17, Sat. - Homecoming
- Nov. 25, Wed., noon - Thanksgiving recess begins
- Nov. 30, Mon. - Classes resume
- Dec. 7-11 - Final exam week
- Dec. 12, Sat. - Semester ends, commencement

Winter Semester 1999

- Jan. 4, Mon. - Advising day, Classes begin 4:00 p.m.
- Jan. 18, Mon. - Martin Luther King Day recess
- March 1, Mon. through March 7, Sun. - Semester recess
- March 8 - Classes resume
- April 19-23 - Final exam week
- April 24, Sat. - Semester ends, commencement

Spring Session 1999

- May 3, Mon. -Classes begin
- May 31, - Memorial Day recess
- June 23 Wed. - Session ends
- June 26, Sat. - Commencement

Summer Session 1999

- June 23, Wed. - Classes begin at noon
- July 5, Mon. - Independence Day recess
- Aug. 13, Friday - Classes end

Back View

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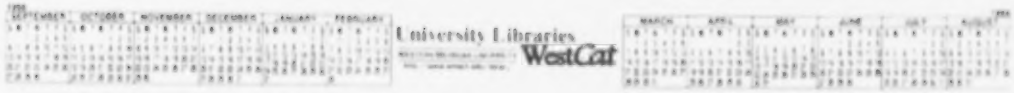
Appendix IV
WestCat Keyboard Calendar



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Appendix V
WestCat Drop-in Training Schedule

West*Cat*

(Formerly called FINDER)

Drop-In Training Sessions

All sessions will be held in Waldo Library, room 0152 (lower level) and will provide the opportunity for hands-on searching

September 2nd	Wednesday	2-3 pm
September 3rd	Thursday	10-11 am
September 9th	Wednesday	10-11 am
September 10th	Thursday	3-4 pm
September 16th	Wednesday	3-4 pm
September 17th	Thursday	10-11 am
September 23rd	Wednesday	10-11 am
September 24th	Thursday	2-3 pm
September 30th	Wednesday	2-3 pm
October 1st	Thursday	10-11 am
October 7th	Wednesday	10-11 am
October 8th	Thursday	2-3 pm
October 14th	Wednesday	2-3 pm
October 15th	Thursday	10-11 am
October 21st	Wednesday	10-11 am
October 22nd	Thursday	2-3 pm
October 28th	Wednesday	2-3 pm
October 29th	Thursday	10-11 am
November 4th	Wednesday	10-11 am
November 5th	Thursday	2-3 pm
November 11th	Wednesday	2-3 pm
November 12th	Thursday	10-11 am
November 18th	Wednesday	10-11 am
November 19th	Thursday	2-3 pm

University Libraries

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